

**Unit: EDPE346**

**Assignment: Group Critical Analysis  
Part B**

**Members in group:** Melina Keating, Jess  
Andrews, Tammy Lloyd, Tanya Sinclair  
Georgina Gilder

**Due: Monday 17<sup>th</sup> September 2012**

# Wallacia Public School

**EDPE346**  
**GROUP PROGRAMMING ASSIGNMENT (PART B)**  
**- WORKSHEET -**

**Instructions:** Use a separate copy of this worksheet to critique each presentation chosen from the PRESENTATION LIBRARY. Unless otherwise stated, groups require three copies of this worksheet saved as three separate files. As a group:

1. Complete Sections 1, 2 and 3 in the spaces provided.
2. Save each worksheet as a file. NOTE: this file is ONLY one component of the folder submitted on 17<sup>th</sup> September 2012

## SECTION 1

### SELECTION OF THE PRESENTATION

1. Who selected and prepared this critique?

GROUP NUMBER: Group 27

Student Name: Melina Keating

Student Name: Jess Andrews

Student Name: Tanya Sinclair

Student Name: Tammy Lloyd

Student Name: Georgie Gilder

2. Which presentation did you choose from the presentation library?

SCHOOL NAME: Wallacia Public School

### LEARNING ACTIVITY : Food Detective

3. What was the rationale for selecting this presentation? (20 words)

The priority area focused on obesity in the same stage of school and within the same region as our groups' presentation.

## SECTION 2

### RATING THE PRESENTATION

**Instruction:** For each focus question shown in the first column of this table, shade the cell containing the MOST appropriate response.

FOCUS QUESTION	RESPONSE			
Is the Learning Activity described in the presentation appropriate for the identified stage of schooling? <b>(stage appropriate)</b>	Learning activity shows <b>excellent alignment</b> with the developmental levels of the identified stage	Learning activity is <b>tenuously aligned</b> with the developmental levels of the identified stage	Learning activity is more aligned with the developmental levels <b>above or below</b> the identified stage	Learning activity shows <b>no evidence of alignment</b> with the developmental levels of the identified stage
Is the Learning Activity placed in a sequence of focused learning?	Learning activity is <b>ideally placed</b>	Learning activity is <b>adequately placed</b> given the	Learning activity is <b>mis-placed</b>	Learning activity is <b>randomly placed</b>

(scope and sequence)	given the focus of the learning sequence	focus of the learning sequence	given the focus of the learning sequence	given the focus of the learning sequence
Can the Learning Activity be justified in terms of the description for the <b>school context</b> ?	Learning activity is an <b>outstanding response</b> to the findings of the context analysis for the school	Learning activity is <b>peripheral</b> to the findings of the context analysis for the school	Learning activity is <b>not justified</b> given the findings of the context analysis for the school	Learning activity has <b>no links</b> To the findings of the context analysis for the school
Is the Learning Activity identifiable as a response to a <b>health issue</b> at the school?	Learning activity is <b>overtly</b> linked to the priority health issue at the school	Learning activity is <b>tenuously</b> linked to the priority health issue at the school	Learning activity is <b>isolated</b> from the priority health issue at the school	Learning activity is <b>not</b> linked to the priority health issue at the school.
Are clear links evident between the Learning Activity and a <b>national health priority area</b> ?	A national health priority area was <b>clearly linked</b> to the learning activity	A national health priority area was <b>linked</b> to the learning activity	A national health priority area was <b>inferred but not linked</b> to the learning activity	A national health priority area was <b>not linked</b> to the learning activity
Would your group <b>recommend</b> this Learning Activity to colleagues?	We would recommend this learning activity to colleagues with only <b>minor change</b>	We would recommend this learning activity to colleagues with <b>major change</b>	We would <b>NOT recommend</b> this learning activity to colleagues	<b>Insufficient detail</b> of the learning activity was provided to make a judgement of it's educational worth
To what extent does the above critique draw on a <b>critical analysis of health education</b> ?	This critique <b>challenges</b> a key assumption of the presentation and presents <b>higher order</b> sources of knowledge	This critique <b>evaluates</b> a key assumption of the presentation and calls for <b>new insights</b>	This critique <b>endorses</b> a key assumption of the presentation by providing <b>further supportive evidence</b>	This critique Offers little more than a set of unsupported <b>good/bad, agree/disagree statements</b>

### SECTION 3

#### SUMMARY OF THE CRITICAL ANALYSIS

We feel this activity is an appropriate way to provide concrete understanding of the fat and sugar content of foods. This activity allows for greater understanding and insight for students and assists students in making informed choices regarding nutrition.

This activity is appropriate for stage 3, meeting the identified syllabus outcome, and providing a learning experience that is challenging, yet achievable and engaging for the targeted students.

Wallacia Public School's health priority issue has been identified as obesity due to the large percentage of the population with childhood obesity. The learning activity actively involves students in learning about nutrition along with assisting students to make informed decisions about the food products they consume by enabling them to identify concealed fats and sugars in foods. For this reason the learning activity provides an outstanding response to the schools' context analysis.

Links between the health priority area, obesity, and the learning activity, are present but not explicitly made. Students are asked to discuss recommended daily intake (RDI) but a clearer link between RDI, the fat and sugar content in foods, and contributing factors to obesity needs to be made. When looking at the activity outline it appears the links between obesity and energy intake are assumed knowledge and not explicitly explained. In order for the effectiveness of the activity to be realised and practical application to be made in other contexts, greater links are necessary. Well-defined links could be made by providing an example of the amount of calories in a particular food product, shown with the approximate amount of time spent exercising to work off those calories. A class discussion about the effects of consuming more than your RDI and what happens when you do not burn off any excess stores would provide explicit links to the learning activity and the health priority area. This will hopefully assist students to make positive changes to their dietary choices and reduce their likelihood of being overweight or obese. For this reason the Food Detective activity is only tenuously linked to the school priority health issue.

We would definitely recommend this learning activity to colleagues. We would however, include sending notes home to parents prior to the lesson to ensure students bring in various food packages. We feel that a written form of communication rather than verbal would ensure parents receive the message and are aware of the focus of learning in the classroom and assist in encouraging parents to support this learning in the home. The policies put forward for Wallacia Public School focus on a whole school community approach and we feel that sending notes home explaining the classroom learning and the goals and outcomes aimed for will encourage and promote this approach and ensure parent participation in this crucial learning area.

We believe Food Detectives is a sound learning activity to educate Wallacia Public School students on the hidden fats and sugars in foods

they consume. Explicit links to the health priority area along with greater community inclusion and participation will ensure that the school's health priority issue is directly addressed and the greatest possible chance of positive change in students' health and behaviour is achieved.

**Merimbula Public School**

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**SECTION 1  
SELECTION OF THE PRESENTATION**

1. Who selected and prepared this critique?

GROUP NUMBER: 27

Student Name: Melina Keating

Student Name: Tammy Lloyd

Student Name: Tanya Sinclair

Student Name: Jess Andrews

Student Name: Georgie Gilder

2. Which presentation did you choose from the presentation library?

SCHOOL NAME: Merimbula Public School

LEARNING ACTIVITY : Fill Me Up Before You Go

6. What was the rationale for selecting this presentation? (20 words)

Merimbula Public School covered the same priority health area of Obesity, focusing on nutrition as we completed. It was also the same priority health area of Wallacia Public School.

**SECTION 2  
RATING THE PRESENTATION**

**Instruction:** For each focus question shown in the first column of this table, shade the cell containing the MOST appropriate response.

FOCUS QUESTION	RESPONSE			
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	presents <b>higher order</b> sources of knowledge	new insights	providing <b>further</b> supportive evidence	agree/disagree statements
<p style="text-align: center;"><b>SECTION 3</b> <b>SUMMARY OF THE CRITICAL ANALYSIS</b></p> <p>The learning actively appropriately allocates specific topics for each age group. For example stage one learns about different food types that keep them healthy and stage three learns about the media's influence on body image and healthy food. They coincide and build on each other, developing their understanding about healthy eating. The outcomes are stage appropriate with realistic outcomes set for each stage.</p> <p>The scope and sequence could include more units appropriate to healthy eating and a healthy lifestyle in the earlier stages of learning. It seems to appear in the scope and sequence that the health focused units are more directed and focused on in stage 4. There could be more evidence of focusing on health units in the earlier stages of learning.</p> <p>The learning activity supported important contextual factors that were identified in the context analysis for Merimbula Public School. The location of the school within the coastal rural setting and the socio-economic disadvantages, where people living in rural Australia are more likely to be overweight, impacts the direction of student learning. The learning activity is justified on the basis that the school has a sense of pride in the students' welfare to provide opportunities for personal success and well being.</p> <p>The learning activity is responsive in identifying healthy eating as a proactive approach to the health issue within Merimbula Public School. It incorporates the principles that shape and focus attention on healthy eating but could be more explicit with the nutritional information that is given to the students. Looking at the importance of foods, which provide the body with energy, and the effects of bad foods on the body.</p> <p>The learning activity shows a link to the chosen National Health Priority Area of Obesity; concentrating on Nutrition. Although the learning</p>				



activity concentrates on what students had for dinner and a food guide and planning a menu for a day, clear links to obesity is not explicit. The activity does not appear to give students a clear understanding of the food requirements of each meal to help students plan a menu. Although the learning activity introduces a food guide showing a breakdown of food groups it does not clearly explain what foods are required for a healthy meal. We would recommend this learning activity to colleagues with a few changes of showing and discussing what a healthy menu would like and what the requirements would be for it to be considered healthy and appropriate for energy requirements. A link to obesity through the opening question of where the body gets energy from and the implications of consuming more energy than the body requires.

We believe that the group has presented many great and beneficial ideas that would promote and hopefully improve the dietary intake of students in Merimbula Public School. However, we believe that there are both positive and negative elements to the learning activity and have therefore chosen to challenge the presentation. We would improve the learning activity further by placing more emphasis on the foods that are required to constitute as being healthy and how it is possible to combine these foods to create a nutritionally balanced diet or healthy meals. We consider it important to focus on these points, as students need to have a thorough understanding of the classification of foods and how to make nutritional health choices.

## **Overall Report**

When analysing the Wallacia and Merimbula Public School presentations, we found that both learning activities provided sound health education experiences. Both activities addressed the individual schools' context and were appropriate for the stage intended. Each learning activity however lacked explicit links to the health priority area focused on which we questioned the effectiveness of the learning from each activity and whether students would be able to make the implicit link to real life experiences and other contexts.

By critiquing different learning activities our group has come to realise that relevant, meaningful and purposeful health education learning activities discuss students' prior knowledge and do not assume student understanding; provide hands on concrete examples; and provide strong, explicit links to the focus area. We understand that student's prior knowledge should always be established before commencing learning sequences to guide the direction of lessons and ensure relevance and student understanding (Tinning, McCuaig, & Hunter, 2006). Teachers must also ensure that new concepts, terminology and ideas are explicitly explained and not just assume knowledge, to enable student understanding and maximise learning. We now realised that to encourage student engagement and ensure effective learning, learning activities should have a hands on component that provides concrete examples to highlight meaning and aid understanding. By concrete examples we mean something you can see and/or touch that students can manipulate and that links in with their schemas to connect their current understanding to this newly presented information (Cornish, & Garner, 2009).

We understand that health education learning activities should have links clearly and explicitly made to the overall concept being studied. Students' should be able to easily see and understand how the lesson they are taking part in and the knowledge and skills they are acquiring can be used in other contexts and how it relates to the focus topic. Teachers should ensure that they assist students in making these links and not assume that students will make them for themselves.

Our group sees constructivism as the central concept and cooperative learning as one mode of enquiry that teachers can implement during lesson experiences in PDH. We feel that constructivism as a pedagogical approach enables students to create their own

understanding which allows for stimulating and effective learning to take place (Tinning et al., 2006). As mentioned above we feel that engaging hands-on activities create relevant, meaningful and purposeful learning experiences, which is exactly what constructivist approaches endorse. We also feel that cooperative learning is a valuable mode of enquiry, which builds upon the constructivist approach.

Cooperative learning is where students' work as an effective group to gain new understanding (Cornish, & Garner, 2009). In the learning activities put forward by both schools, cooperative learning was incorporated. It endorses a student led approach to learning and allows for hands-on experiences to take place. The process of critiquing these learning activities has shown us as a group the fundamentals we would endeavor to incorporate into our own personal teaching practice as well as cementing the importance of explicit instruction, along with a student led approach that is engaging through utilising the central concept of constructivism and the enquiry mode of cooperative learning.

## Reference List

Cornish, L. & Garner, J. (2009). *Promoting student learning 2nd ed.* Australia: Pearson Education Australia.

Tinning, R., McCuaig, L., & Hunter, L. (2006). *Teaching health and physical education in Australian schools.* Australia: Pearson Education Australia.